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ABSTRACT

The Las Cruces Elementary School Bilingual Program, designed to increase achievement levels of K-6 pupils, is located in 2 elementary schools through support from titles III and VII of the Elementary and Secondary Education Act. The project emphasizes the cultural and linguistic heritage of the Las Cruces, New Mexico, area; the structure of the Spanish and English languages; bilingual-bicultural interaction; and the establishment of optimal learning climates in school, home, and community. The experimental design includes the following program components: (1) affective learning environment, (2) culturally centered curriculum, (3) Spanish-English instruction, (4) language experience and individualized reading, (5) differentiated staffing and team teaching, (6) bilingual aides, (7) career-training opportunities, (8) parental involvement, and (9) teacher in-service training. The research design provides data for measuring pupil self-concept, intellectual gain, and academic achievement. Measures of parent participation and attitude toward education are also included. Behavioral objectives are identified, along with the instructional procedures needed to ensure measurable products. (Author/LS)

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EVALUATION REPORT
1969-70

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DATE SUBMITTED:

OCTOBER 1970

PC005254

Elementary School Bilingual Project
Title VII Evaluation Report
for 1969-70

Purpose

The purpose of this manuscript is to provide a description of bilingual projects serving the Las Cruces School District #2.

The Sustained Primary Program for Bilingual Students began as an innovative project under Title III July 1967 and terminated June 31, 1970. (Title III was granted a six month extension to complete certain phases of the research, as of December 31, 1970.) The Elementary School Bilingual Project under Title VII began July 1, 1969. Under this project the Las Cruces Schools continue research in bilingual instruction at the primary level and extend bilingual curriculum and research for intermediate grades. In essence, Title III initiated bilingual instruction-kindergarten through third grade - and Title VII supports and expands bilingual instruction-kindergarten through six grade - 1969 through 1973.

Acknowledgments

The Las Cruces School District #2, acknowledges with pride and satisfaction a cooperative involvement with the United States Office of Education and the New Mexico State Department of Education through Title III and VII in the implementation of innovative and exemplary procedures for raising the educational achievement of Spanish-Mexican-American students in the elementary school. The Project Coordinator wishes to acknowledge the educational leadership provided by local school administrators who surveyed school and community needs and wrote the original proposal. Their vision and practical assistance has made it possible for this innovative bilingual program to continue.

Words of appreciation and commendation are directed to teachers, principals, parents and children who have participated in this educational venture. The significance of their contributions are most evident in the good feelings that exist among children, teachers, parents and administrators.

Mary T. Keith
Project Coordinator
Title VII

LAS CRUCES SCHOOL DISTRICT NO. 2
LAS CRUCES, NEW MEXICO

ABSTRACT

ELEMENTARY SCHOOL BILINGUAL PROJECT

The Las Cruces Elementary School Bilingual Program is an experimental Project designed to increase achievement levels of pupils in grades kindergarten through six. The project is funded under Title VII of the Elementary and Secondary Education Act and was initiated in July of 1969. It is located in two elementary schools and undergirds and extends the initial efforts of A Sustained Primary Program for Bilingual Students funded under Title III which began July, 1967 and terminated June, 1970. The project provides 200 days of dual language (English and Spanish) instruction per year and will move progressively, kindergarten through grade six, by 1972.

The project emphasizes the cultural and linguistic heritage of the Mesilla Valley and New Mexico, the structure of the Spanish and English languages, bilingual-bicultural interaction, and the establishment of optimal learning climates in the school, the home and the community. The experimental design includes the following program components: 1) affective learning environment; 2) culturally centered curriculum; 3) Spanish-English instruction; 4) language experience and individualized reading; 5) differentiated staffing and team teaching; 6) bilingual aides; 7) career training opportunities; 8) parental involvement, and 9) teacher in-service training.

The research design provides data for measuring pupil's self-concept, intellectual gains and academic achievement. Measures of parent participation and attitude toward education are also included. Anticipated research will measure linguistic fluency and comprehension in Spanish and English and attempt to identify the learning strategies children employ in the acquisition of linguistic skills. Longitudinal studies of selected cases regarding school attendance, attitudes and aspirations, academic gains and career choices will be initiated.

Curriculum guides in Spanish and English have been developed to support the cultural components of the program in grades kindergarten through three. By 1972 guides will have been developed through grade six.

A Parent Advisory Board representative of school and community interests participates in the review of the program and makes recommendations designed to meet the needs of the child, the community, and the school.

Behavioral objectives are identified along with the instructional procedures needed to insure measurable products. Appropriate criteria for measuring pupil progress are also identified.

Abstract - June 1969
Revisions - May 1970
June 24, 1970

DISTRITO NO. 2 DE LAS ESCUELAS
OFICIALES DE LAS CRUCES
LAS CRUCES, NUEVO MÉXICO

PROGRAMA PRIMARIO BILINGÜE

El Programa Primario Bilingüe de Las Escuelas Oficiales de Las Cruces es un proyecto experimental programado para incrementar los niveles de éxito de los niños de kindergarten hasta terminar sexto año. El proyecto está suministrado bajo el Título VII del Acta Nacional para Instrucción Primaria y Secundaria y se implementó en julio de 1969. Se está llevando a cabo en dos escuelas primarias y amplía y extiende los esfuerzos iniciales del Programa Primario Continuo Para Estudiantes Bilingües bajo el Título III que empezó en julio de 1967 y termina en junio de 1970. El proyecto consta de 200 días al año de instrucción en ambos idiomas, inglés y español y continuará progresivamente de kindergarten a sexto año hasta 1972.

El proyecto da énfasis a la herencia cultural y linguística del Valle de Mesilla y de Nuevo México, a la estructura de los dos idiomas español e inglés, al intercambio bilingüe y bicultural y al establecimiento de los mejores ambientes de aprendizaje de escuela, hogar y comunidad. El plan experimental incluye los siguientes esfuerzos: 1) un ambiente afectivo de aprendizaje, 2) un plan de estudios culturalmente centralizado, 3) instrucción en español e inglés, 4) tanto lectura como práctica de idiomas centralizadas en el individuo, 5) personal diverso y enseñanza por distintas maestras, 6) ayudantas bilingües, 7) oportunidades para las ayudantas para continuar sus estudios hacia carrera, 8) participación de los padres y 9) para las maestras también continuo estudio y práctica dentro del proyecto.

Los estudios investigatorios proporcionan datos para medir el autoconcepto, los progresos intelectuales y el éxito académico del alumno. También se incluyen la participación y la actitud de los padres hacia la instrucción. Se espera hacer estudios investigatorios sobre la fluidez de idioma y la comprensión en español e inglés y se intenta poder identificar las destrezas que usan los niños al adquirir habilidades lingüísticas. Además se harán estudios extensos de casos seleccionados acerca de asistencia a clase, actitudes y aspiraciones, progresos académicos y selección de profesión o carrera.

Se han formulado planes de estudio en español e inglés para apoyar los propósitos del programa de kindergarten a tercer año. Para 1972 se habrán desarrollado planes de estudio hasta sexto año.

Una Directiva Consejera de Padres representativa de intereses de la escuela y comunidad participa en revisar el proyecto y propone cambios para cumplir con las necesidades del alumno, la comunidad y la escuela.

Los objetivos hacia el proceder del individuo están designados junto con los procedimientos educacionales necesarios para asegurar resultados medibles. Normas apropiadas para medir el progreso del alumno asimismo están estipulados.

Sumario - junio de 1969
Modificaciones - mayo de 1970
24 de junio de 1970

Elementary School Bilingual Project

Locale

Las Cruces, New Mexico, a city of 40,000 inhabitants, is located in the Mesilla Valley of Southwestern New Mexico. It is an area of fertile valley, desert and mountain which bear the marks of Indian, Spanish, Mexican and Anglo cultures. Thriving communities were in existence a hundred years before the Pilgrims came to America.

Las Cruces is a fast growing community that spans 400 years of change. Today, advances in science and technology are marked by rocket trails from White Sands Missile Range along the Tularosa Basin. Here, space engineers, soil scientists, economists and ecologists plot the future needs of mankind.

In the year 1965, the total population in Dona Ana County was 72,000 inhabitants and in the Las Cruces area 47,000 inhabitants. In Dona Ana County 25, 214 persons or 42.1% of the population were Spanish surnamed. In Las Cruces, 10,244 persons or 34.9% of the population were Spanish surnamed. In 1969 the Las Cruces School enrollment was 15,628. Seven thousand five hundred eighty-seven students or 48.5% were Spanish surnamed.

The school system includes 18 elementary schools, grades 1 through 6; 2 parochial schools, grades 1 through 8; 5 junior high schools, grades 7 through 9; and 2 high schools grades 10 through 12. Current school enrollment is 15,906 students. Population shifts affect school enrollment wherever low cost housing and urban renewal projects are developed.

Expenditures for public school students in Las Cruces, July 1969 through June 1970, was $515.82 per pupil. Expenditures for bilingual instruction, kindergarten through third, with III and VII monies combined, represented an expenditure of $630.00 per pupil.

Needs Surveyed

In 1966 school administrators began an assessment of pupil needs. A survey of readiness and achievement (Metropolitan Reading Readiness, Metropolitan Achievement and Iowa Test of Basic Skills), results from 1958 through 1966, - revealed a persistent lag in readiness, reading, and overall achievement of Spanish-Mexican-American students when compared to their anglo counterparts. This assessment was the incentive for new action.

School administrators, teachers and resource people from the community prepared an exemplary and innovative proposal: a Sustained Primary Program for Bilingual Students. The project was approved under Title III and was in operation July 1967 through June 1970.

In 1967 parental consent was secured to enroll children from Spanish speaking backgrounds in kindergarten and first grade classes. Children came mostly from low income families. Seventy-five percent of the families lived in the urban area and 25% in the rural area.

In 1968-69 four schools - kindergarten, first and second grades - eight teachers of experimental classes, eleven aides, eighteen teachers of control groups and 470 students in experimental and control classes, provided data for the Sustained Primary Bilingual Program.

In 1969-70 the experimental and control groups had advanced one grade and four kindergarten classes had been added. Ten teachers, four instructional aides and fourteen teacher aides contributed to the research of the experimental groups and 30 teachers contributed data toward the research in the control groups. (Table II describes, staff assignment).

In 1969, a new proposal, the Elementary School Bilingual Project was funded under Title VII. However, the instructional program and research continued uninterrupted. The innovative and exemplary components of the

Sustained Primary Bilingual Program (Title III) were continued as features of the Elementary School Bilingual Project (Title VII). Two schools, where Experimental English classes were taught, were supported by Title III monies; Title VII monies supported two schools where Spanish/English Experimental classes were taught.

(The following table provides a comprehensive view of the population served by Title III and VII monies 1967 through 1971.)

General Objective

The overall objective of this program has been to increase the self concept, mental ability and educational achievement of Spanish speaking students through a sustained primary, a culturally centered language arts program, Spanish and English instruction, and parent involvement.

Program Components

I. A sustained primary program for bilingual students provides continuous learning experiences during a twelve month program of 200 instructional days with frequent short vacations. The calendar is approved by the parents. Teachers and children remain together kindergarten through grade three. Advancement is continuous and non-graded.

II. Extended teacher contracts, are optional and include 200 instructional days and 25 days of paid inservice time. Teachers receive college credit for in-service training under the direction of public school administrators. Emphasis is upon curriculum preparation, teaching methods and evaluation procedures.

III. A culturally centered curriculum identifies, accepts, values and utilizes the historical, cultural and linguistic contributions of Indians, Spanish, Mexican and Anglos in the Mesilla Valley and

LAS CRUCES SCHOOL DISTRICT NO. 2

BILINGUAL EDUCATION PROJECT

RESEARCH POPULATION

		EXPERIMENTAL ENGLISH				SPANISH and ENGLISH				BASAL READER CONTROL GROUPS		
Year	Grade	Washington	Bradley	Lucero	Mesilla	Washington	Bradley	Lucero	Mesilla	MacArthur	Central	PROJECT TOTALS
67-68*	K	30	28	27	31							116
	1	27	29	26	30	78	49	46	78	-0-	-0-	363
		57	57	53	61	78	49	46	78	-0-	-0-	479
		482+	420+	392+	558+							
68-69*	K	30	30	27	29							116
	1	26	26	25	31	74	40	40	89	-0-	-0-	351
	2	24	26	23	25	68	47	41	75	-0-	-0-	329
		80	82	75	85	142	87	81	164	-0-	-0-	796
		478+	408+	370+	556+							
69-70**	K	46	28	22	34							130
	1	27	29	22	25	76	44	38	68	-0-	-0-	329
	2	26	27	17	30	65	41	35	70	-0-	-0-	311
	3	17	27	21	23	66	52	32	64	-0-	-0-	302

68-69*	K	30	30	27	29							116
	1	26	26	25	31	74	40	40	89	-0-	-0-	351
	2	24	26	23	25	68	47	41	75	-0-	-0-	329
		80	82	75	85	142	87	81	164	-0-	-0-	796
		478+	408+	370+	556+							
69-70**	K	46	28	22	34							130
	1	27	29	22	25	76	44	38	68	-0-	-0-	329
	2	26	27	17	30	65	41	35	70	-0-	-0-	311
	3	17	27	21	23	66	52	32	64	-0-	-0-	302
		116	111	82	112	207	137	105	202	-0-	-0-	1072
		483+	398+	336+	534+							
70-71***	K			35	38							73
	1			18	27	41				27	32	145
	2			23	23			31		29	-0-	106
	3	26	27	24	27	25	28	21	-0-	31	-0-	209
	4	___	___	22	28	___	___	24	-0-	30	-0-	104
		26	27	122	143	66	28	76	-0-	117	32	637
		496+	363+	281+	384+							

* Title III Funding - (67-68), $100,000; (68-69), $86,000
** Title III Funding - (69-70), $90,000
Title VII Funding - (69-70), $65,000
*** Title VII Funding - (70-71), $94,923 + Total School Enrollment

LAS CRUCES SCHOOL DISTRICT NO. 2

BILINGUAL EDUCATION PROJECT

STAFF ASSIGNMENTS

	TITLE III		TITLE VII			
				(_ _ _ _)		
YEARS	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
GRADES	K and 1	K, 1, 2	K,1,2,3	K, 1, 2 3, 4	K, 1, 2 3, 4, 5	K,1,2,3 4,5,6
DIRECTOR	1	1	1	1		
COORDINATOR	1	1	1	1		
TRANSLATOR	1*	1*	1*	1*		
HOME-SCHOOL LIAISON	1*	***	***	***		
RESEARCH ASSISTANT	1*	1*	1*	1*		
MATERIALS SPECIALIST	-	-	-	***		
CLERICAL ASSISTANT	1	1	1	1		
			1*	6*		
				(1)		
TEACHERS: Experimental	8	8	14	8+(2)		
Control	10	21	30	32		
STUDENT CO-OPS	Sem. I	6**				
	Sem. II	8**				
INSTRUCTIONAL AIDES			4	4		
CLASSROOM AIDES	6	12	16	10		
EVALUATION AIDES				(2)		

* Part-time assignment
** Special assignment
*** No assignment - Insufficient funds
( ) Title III Research Extension

Southwestern New Mexico, both past and present. It is written in the English language and the Spanish language. This culturally centered guide is language arts oriented and is the vehicle for the experimental instructional program of four schools, grades kindergarten through third. The guide was developed by the eight teachers who began the project under Title III. Teachers in the Title VII project will develop curriculum guides for grades four through six; grade four in 1971, grade five in 1972 and grade six by 1973.

IV. The methodology employed provides a description of how learning occurs and identifies the climate in which learning is most readily facilitated.

The curriculum guide begins with a statement of a major concept. This concept provides a goal or understanding the child is expected to reach through exploration and discovery.

Following the statement of concept, the specific content is identified. Content, which provides the scope and sequence of information appropriate to the instructional level and subject area. Each statement of information is supported by many activities and resources. Finally, evaluative guidelines provide measures of perceptual, conceptual and attitudinal growth.

V. Experiential Language Arts instructional procedures represent the heart of this program. Valuing creative communication individualizes learning and helps children to speak, write, read and translate language patterns that are personally meaningful, Creative communication accompanies and promotes creative behavior which generates responsible decision making. Such a

learning climate assures the desirable flexibility required for healthy adjustment in a changing society. Here, language experience reading is the basic reading instructional approach and individualized reading is a natural follow through. Oral language patterns are selected which help children express positive self concepts in the Englsih and Spanish language.

VI. Bilingual Instructional Aides provided valuable assistance to teachers, children and parents. Opportunities for career development and future advancement in the field of education are provided through continuing in-service training.

VII. Parent Participation is aimed at increasing parental awareness, interest, and knowledge of the school philosophy, the education program and education problems of the community. Parents are involved in program planning and determination of the school calendar. Parents are urged to visit schools and to become informed of school objectives and educational experiences of their children. Teachers frequently invite parents to participate as resource persons and to assist with learning activities for children.

The Parent Advisory Committee is composed of representative parent members who survey the needs of the community in order to make recommendations to school administrators.

Project Objectives for Title VII

Nine major objectives were approved for the Elementary School Bilingual Project. Each objective is accompanied by a statement of the hypothesis and a description of the procedure for testing the hypothesis.

Objective I.

To increase the achievement level of Spanish-speaking youngsters through the use of a sustained K-3 Program.

Hypothesis to be Tested

There is no significant difference between Spanish surnamed students in the sustained primary K-3 Experimental Program and students in the control group as measured by the Metropolitan Achievement Test and Reading Readiness Test.

Procedure for Testing Hypothesis

An analysis of covariance will be performed by sex, program and pre-school experience for the research groups.

Objective II.

To determine whether Spanish-speaking youngsters achieve more in a program that utilizes instruction in both Spanish and English or in a program that is taught in English only.

Hypothesis to be Tested (stated in null form)

There is no statistically significant difference in achievement between Spanish-speaking youngsters in a program that utilizes instruction in both Spanish and English and Spanish-speaking youngsters in a program that is taught in English only.

Objective III.

To increase the measurable mental abilities of children who have Spanish cultural/linguistic backgrounds.

Hypothesis to be Tested (null form)

There are no statistically significant differences in measurable mental abilities, as measured by the California Test of Mental Maturity, between children of Spanish cultural/linguistic backgrounds in the K-3 sustained bilingual program and children in the control group.

Objective IV

To help children develop positive feelings of self-worth.

Objective V.

To help children develop skills for meaningful bilingual/bicultural interaction.

Hypothesis to be Tested (null form)

There are no statistically significant differences in feelings of self-worth and meaningful bilingual/bicultural interaction between Spanish-speaking students in the K-3 program and those in the control group.

Procedure for Testing Hypothesis

Hypothesis will be tested by means of analysis of covariance, using the Human Development Program Pupil Adjustment scales.

Objective VI.

To improve home/school relationships so that parents may become more directly involved in the establishment of educational goals for themselves and their children.

Hypothesis to be Tested

There is no significant difference in parental involvement of parents of children participating in the K-3 bilingual program and parents of children in the control group.

Procedure for Testing Hypothesis

A. Hypothesis will be tested by a comparison of the number of contacts and nature of contacts that parents of children in K-3 bilingual program and control program have with the school.

B. Hypothesis will be analyzed in terms of a comparison of parental attitude toward education (PATES) of parents of children in the K-3 bilingual and control groups.

Objective VII.

To provide continuous educational experiences so that no time is lost in review of re-teaching.

Hypothesis to be Tested (null form)

There is no statistically significant difference in achievement between children in the K-3 bilingual program (200 days) and children in the control group (180 days) or children in the control group with Summer language program (200 days) and children in the regular control group (180 days).

Procedure for Testing Hypothesis

This hypothesis will be tested by an analysis of covariance for the research groups using the Metropolitan Achievement Tests.

Additional Analysis for Title VII ESEA

I. Kindergarden

A. Objective I - Achievement

1. Evaluation of achievement in the K component of the program will be by means of a pretest post-test using the KELP Evaluation Tests.

2. An indirect measure of achievement for K will be a comparison of the K children on the reading readiness, the CTMM and the Metropolitan Achievement Test with those not having had the K experience.

B. Objective IV (positive feelings) and Objective V (interaction) will be evaluated by means of pre and post-program evaluation using the H.D.P. Rating Scales.

II. Spanish Fluency

A. Objective I (achievement) and Objective V (bilingual interaction) in part will be measured by a test (yet to be determined of Spanish fluency.

Objective VIII.

To construct a school curriculum that utilizes the curriculum that utilizes the culture and language of Spanish oriented pupils.

Objective IX.

To provide differentiated learning activities in order that children may experience success in both cognitive and affective domains.

Procedure for Testing Objective

The extent to which these objectives are being met will be determined by a descriptive analysis of the K-3 bilingual program and the control program. The success of these programs will be analyzed by the results of the previous hypotheses.

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*Note: A statistical analysis of the above evaluative procedures is a time consuming process. A brief look at the testing schedule is as follows:

Example:		
Fall 1968	Spring	Fall
pre-test	post-test	post-post test
	(180 days)	(200 days)

It is obvious that one year elapses before the data can be completed. Six additional months will elapse before the data is compiled and computerized. An additional two to three months is required to summarize and write the final report.

At this writing, two reports are available: Evaluation of the First Year (1967-68) of the Sustained Primary Program for Bilingual Students (Title III) and Evaluation of the Second year (1968-69) of the Sustained Primary Program for Bilingual Students. (Title III)

The third year report of the Sustained Primary Program for Bilingual Students - Title III and Title VII - will be available March 1971.

Evaluation Summary

For this current evaluation, an interim report has been prepared. Information is based upon: (1) A comparison of the mean scores for Metropolitan Achievement Tests administered in the Spring of 1970 to experimental and control groups in grades one, two and three; (2) A descriptive report of certain trends based on the 1967 and 1968 research in relation to Intelligence, Pupil Adjustment, Spanish-English Instruction, Parent Involvement and Curriculum Preparation.

Achievement

The Metropolitan Achievement Test was administered to experimental and control groups on May 8, 1970. A comparison of the experimental and control groups, based on the significant differences between mean scores, is reported for each sub-test.

Word Knowledge

The First grade Experimental Spanish/English group performed significantly higher than the Experimental English group (.01). The control group's performance was greater than either experimental group, at the .01 level.

The Second grade Experimental English group's progress was significantly greater, at the .01 level, than the Experimental Spanish/English group. The control group's performance was significantly greater than the Experimental English/Spanish (.01) but there were no significant differences between the control group and the Experimental English group.

The Third grade found no significant differences existed among the groups.

Word Discrimination

The First grade Experimental Spanish/English group performed significantly better than the Experimental English group. The control group's performance was greater than the Experimental groups at the .01 level.

The Second grade found no significant differences existed among the groups.

The Third grade found no significant differences existed among the groups.

Reading

At first grade there were no significant differences between Experimental English and the Experimental Spanish/English group. The Control group performed significantly higher than the Experimental group (.01).

At second grade the experimental English groups scored higher than the Spanish/English at the .01 level. No significant differences were observed between the Experimental English and the Control groups. Differences between the Control and the Experimental Spanish/English groups favored the Control at the .01 level.

At third grade no significant differences were observed among the groups.

Arithmetic Computation

At first grade the Experimental Spanish/English group scored above the Experimental English group at the .01 level. The Control group scored above both Experimental groups at the .01 level.

At second grade the Experimental English group scored above the Experimental Spanish/English group at the .01 level. The control group scored above the Experimental Spanish/English group at the .01 level. There were no significant differences between the Experimental English and the Control group.

Arithmetic-Computation and Problem Solving

At the third grade level no significant differences were observed between the Experimental group or between the Spanish/English and the Control. However, the Experimental English group scored above the Control group at the .05 level.

B. Intelligence

Results of the California Test of Mental Maturity (administered in English and Spanish) revealed that all children made significant gains in mental age from the pre to the post test. There were no significant differences between males and females in the experimental control groups.

C. Pupil Adjustment

The study did not reveal any significant differences in pupil adjustment. It is the opinion of the teachers and the researchers involved that this is not due to program effects but rather due to the test instrument employed. In the light of this factor a decision was made to utilize the Human Development Program Rating Scale for 1969-70.

Attempts to measure pupil self-concept by the Draw-A-Person and Pupil Adjustment Rating Scale have been unsatisfactory. Teacher judgment and team observations have found the experimental groups more confident, more creative, more creative, more self-disciplined and more productive than children of like age in the control groups. Teachers and administrators are of like age in the control groups. Teachers and administrators are confident that the need to measure self-concept is of prime importance and that efforts must continue to identify an instrument which will measure quantitatively the components of positive behavior which are so obviously apparent to a skilled observer.

D. Spanish-English Instruction

Results from the Metropolitan Achievement Test indicate that by third grade, pupils in the Spanish/English Experimental group perform as well as the children in the Experimental English and Control groups. In addition, administrators, teachers and parents recognize that pupils do equally as well in the Spanish language in all academic areas but the Spanish language skills have not been measured.

(Note:)

1. At the beginning of the project, teachers and administrators believed that encouraging children to speak, read and write the Spanish language would help them learn the English language more rapidly. However, as the program progressed it became apparent that our achievement goals had changed. At the end of one year teachers and administrators recognized that it was not only possible but desirable to have children become competent in both the Spanish and the English languages.

2. Under the Title VII Bilingual Program (1970-71) Spanish language skills will be measured.)

E. Parent Involvement

Parent involvement increased to a significant degree in the experimental groups. Parents have been continuously involved in school visitations, observations, demonstrations, preparation of material, and other tasks which teachers have requested.

Parent participation records from December, 1969 through May, 1970 for Grades one, two and three report 167 contacts for the experimental group and 77 contacts for the control group. The two kindergarten classes for the same period had a total of 132 contacts with parents.

Parent attitude toward education as measured by the Parent Attitude Toward Education Scale indicated no significant differences in attitude existed between parents who participate and parents who did not participate. The researchers believed that the meaning or value of teacher-parent contacts were not determined.

F. Curriculum

Curriculum guides in English and Spanish have been prepared for grades K through 3. The fourth grade guide is being prepared. Materials for kindergarten and first grade are ready to be printed approximately 80% of the Spanish translation is completed. Materials for grade two will be available in May 1971. Materials for grade three and four will be available in May 1972.

G. Staff Development

Weakly visitation and grade level inservice meetings were scheduled for 16 teachers over a 16 week period. These meetings dealt with teaching procedures and use of instructional materials.

Monthly staff meetings for principals, teachers and aides dealt with project objectives, philosophy and project accountability.

Paraprofessionals had training opportunities for career development. Four instructional aides and eight classroom aides participated in weekly inservice training which offered six hours of college credit. Released time for attending college classes was also provided. One aide earned 12 credit hours, four earned 6 credit hours, one earned 4 credit hours, one earned 2 credit hours and two earned 1 credit hour.

Three of the four instructional aides returned to college to complete bachelor degrees. Five aides continued teaching in the bilingual program.